



STRATEGIC PLAN



2008-2011

ISDB STRATEGIC PLAN 2008-2011

The Idaho School for the Deaf and the Blind (ISDB) is an integral part of the State Board of Education's overall system of quality education throughout Idaho. This plan describes the agency's vision and mission and develops outcomes in the education of sensory-impaired children and youth. The ISDB also follows the Goals for Elementary and Secondary Schools as defined by the State Board and the Department of Education. Specific details of the agency's objectives and activities to support the plan and provide continuing services to Idaho's children, their families and their school districts are included in its Operational Plan, available under separate cover.

ISDB's Strategic Plan 2008-2011 outlines major Agency and State Board targets for ISDB services. It should be noted that the Board-sponsored Blind and Deaf Education Summit to be held July 30-August 1, 2008 may result in recommendations that impact this agency and its activities.

Mary L. Dunne, Superintendent

VISION STATEMENT

Education, communication and independence for life..

MISSION STATEMENT

- **The Idaho School for the Deaf and the Blind (ISDB) is a leading center of educational expertise in the state of Idaho available to all children with hearing and/or vision loss (including those with additional disabilities), their families, local education providers and statewide policy makers.**
- **ISDB's campus and outreach programs provide a continuum of educational opportunities, services and support designed to meet the individual needs of children with hearing and/or**

vision loss, including those with additional disabilities, from birth to age 21 and ensure that these children achieve their potential for independence and success.

ISDB GOALS & OBJECTIVES

QUALITY:

Goal 1: Sustain and continuously improve service delivery, programs, and student outcomes.

Objectives for quality:

1. Direct efforts at continuous improvement in programming that support student growth.
 - Performance Measure:
 - Student growth data from early childhood and state testing protocols.
 - Benchmarks:
 - Early childhood data places ISDB toddlers and children with vision or hearing loss within the range of age-appropriate developmental skills.
 - Student growth measures evidence 1 year growth or more for year of school.
2. Engage parents in activities that increase their knowledge and their child's achievement.
 - Performance Measures:
 - Annual parent survey.
 - Benchmark:
 - Parents representing different communication, literacy and placement choices will indicate 90% satisfaction with student learning opportunities and program goals.
3. Continue to update equipment and staff training to support innovative use of communication/computer technologies for student learning
 - Performance Measure:
 - Technology Log with inventory, staff trainings, student/staff use and annual assessment
 - Benchmark:
 - "Innovative" technology strategies increase by 10% each semester in each teaching team
4. Maintain, increase and scaffold independent living activities.
 - Performance Measure:

- Independent Living Skills Log including campus activities, weekend workshops and participant survey results
- Benchmarks:
 - New, targeted independent living skills documented each quarter
 - Number of workshops, populations and locations increases annually
 - Workshop surveys show high satisfaction and usefulness (on a 5 point rating scale, 90% are 4 or better)
- 5. Direct agency efforts at continuous improvement in post-graduation outcomes.
 - Performance Measure:
 - Post-graduation data
 - Benchmark:
 - The numbers of ISDB graduates in each placement category will compare to national/state averages by 2013.
 - Percent of college/program completers
 - Percent of long-term employment rates
 - Percent of individuals with supported living needs placement

ACCESS:

Goal 2: Provide access for students and staff to skills, knowledge, and community services

Objectives for Access:

1. Increase student participation in opportunities for receiving non-traditional credits (dual credit, Tech-Prep, IDLA)
 - Performance Measure:
 - Number of students enrolled
 - Benchmark:
 - Students enrolled in advanced opportunities programs will increase annually
2. Increase student participation in 2-way video conferencing to explore and connect with the world
 - Performance Measure:
 - Number of students in innovative, out-of-classroom learning groups
 - Benchmark:
 - 5% increase in student connections with other students or resources documented each semester
3. Maintain assistive technologies needed for students to access their education, communities and a competitive workplace in the 21st Century.
 - Performance Measure:
 - Inventory/ checkout

- Benchmark:
 - Each student has prescribed/appropriate assistive technologies available to him/her
- 4. Continue and increase efforts to coordinate training and mentoring for educational interpreters working in public schools to improve student access to instruction in LEAs.
 - Performance Measure:
 - EITC Training and mentoring log
 - Benchmark:
 - Educational Interpreters working in LEAs score 3.5 or better on the EIPA (Educational Interpreter Proficiency Assessment) by August 2009

EFFICIENCY

Goal 3: Deliver educational, training, habilitation and information programs and services in a manner which makes effective and efficient use of resources.

Objectives for efficiency:

1. ISDB Educational Interpreter Training Coordinator orchestrates statewide educational interpreter training and mentoring opportunities to increase consistency and equity statewide.
 - Performance Measure:
 - EITC Training and mentoring log
 - Benchmark:
 - Educational Interpreters working in LEAs score 3.5 or better on the EIPA (Educational Interpreter Proficiency Assessment) by August 2009
2. Provide additional audiological assessment, information and parent consultation statewide.
 - Performance Measure:
 - Mobile Audiology Log: travel, testing and consultation
 - Benchmark:
 - Increase outreach services by 10% annually to newly identified deaf/hard of hearing students
3. Provide additional Orientation and Mobility services statewide.
 - Performance Measure:
 - O & M Log
 - Benchmark:
 - Increase O & M services on campus to 4 days per week.
 - Develop list of public school needs regionally with Special Education Directors each spring
4. Continue and increase collaborative partnerships to increase service availability, improve networking, and minimize duplication
 - Performance Measure:

- ISDB directory of partners, contact information, meeting schedules and joint activities
 - Benchmark:
 - Directory is reviewed annually for 2-1-1 alignment and shown to be 80% complete
5. Enhance connectivity of ISDB staff/students with families, professionals, other students, and resources using 2-way video conferencing to increase services and reduce costs.
- Performance Measure:
 - 2-way Video Conference Log
 - Car mileage Reports
 - Benchmark:
 - Increase use of 2-way video conferencing by 5% each semester.

Key External Factors

Beyond control of the Idaho School for the Deaf and the Blind:

Funding:

Continued funding to support ISDB goals and objectives can be uncertain.

Public, Private, Parochial and Home Schools:

ISDB Outreach Consultants make recommendations to the lead agencies/primary educators of a child/student with sensory loss. Some of those primary educators value additional information and utilize the expertise from the ISDB specialist. When the primary educators choose not to utilize professional recommendation to affect change for children/students, there is no effective process of negotiation or appeal.

Referral of Students from LEAs:

Many LEAs in their efforts to provide a free and appropriate education in what they believe is a least restrictive environment are waiting too long to refer students for the level of services available at the campus center. Many students transfer to ISDB with minimal language and literacy competency, a history of failure, a sense of inadequacy and social isolation presenting difficult “odds” for success.

Misinformation:

Following the Office of Performance Evaluation review of ISDB programs, several committees were established to develop solutions to identified problems. During that time, a great deal of misinformation and misinterpretation of facts was perpetuated by a few individuals. Since

ISDB was not represented some of the erroneous statements have prevailed. Full repair is out of our control and will only occur slowly through discovery.

Blind/Deaf Education Summit:

Recommendations that result from the Idaho Blind/Deaf Education Summit July 30th-August 1st, will necessarily impact ISDB's vision and goals for service delivery.